

J PAUL TRULUCK MIDDLE

319 Carlisle St.
Lake City, SC 29560

GRADES 6-8 Middle School

ENROLLMENT 390 Students

PRINCIPAL Laura Hickson 843-374-8685

SUPERINTENDENT Mrs. Beth M. Wright 843-374-8652

BOARD CHAIR Dr. John F. Coleman 843-374-2224

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	22	5

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

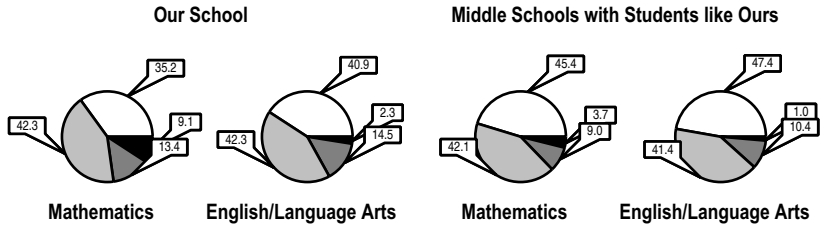
FOR MORE INFORMATION, VISIT WEBSITES AT:




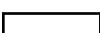
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	18	104	36
Percent satisfied with learning environment	82.4%	58.3%	80.0%
Percent satisfied with social and physical environment	88.2%	67.0%	60.0%
Percent satisfied with home-school relations	64.7%	78.4%	85.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	380	99.2	40.9	42.3	14.5	2.3	16.8	17.6
Gender								
Male	220	98.6	50.5	35.0	12.0	2.5	14.5	17.6
Female	160	100.0	27.0	52.7	18.2	2.0	20.3	17.6
Racial/Ethnic Group								
White	117	98.3	23.4	44.9	27.1	4.7	31.8	17.6
African-American	259	99.6	48.1	41.8	8.9	1.3	10.1	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	305	99.3	34.7	45.4	17.2	2.7	19.9	17.6
Disabled	75	98.7	70.5	27.9	1.6	N/A	1.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	380	99.2	40.2	42.8	14.7	2.3	17.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	380	99.2	40.3	42.7	14.7	2.3	17.0	17.6
Socio-Economic Status								
Subsidized meals	291	99.3	47.2	41.1	10.6	1.1	11.7	17.6
Full-pay meals	87	98.9	18.3	47.6	28.0	6.1	34.1	17.6

Mathematics								
All students	380	99.7	35.2	42.3	13.4	9.1	22.4	15.5
Gender								
Male	220	99.5	37.0	41.0	12.5	9.5	22.0	15.5
Female	160	100.0	31.1	45.3	14.9	8.8	23.6	15.5
Racial/Ethnic Group								
White	117	100.0	17.6	48.1	13.9	20.4	34.3	15.5
African-American	259	99.6	41.9	40.7	13.6	3.8	17.4	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	305	100.0	28.2	45.0	16.2	10.7	26.8	15.5
Disabled	75	98.7	68.9	29.5	N/A	1.6	1.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	380	99.7	34.1	43.1	13.6	9.2	22.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	380	99.7	34.3	42.9	13.5	9.2	22.8	15.5
Socio-Economic Status								
Subsidized meals	291	99.7	41.5	41.1	12.1	5.3	17.4	15.5
Full-pay meals	87	100.0	11.0	48.8	18.3	22.0	40.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	204	N/A	44.7	44.2	10.2	1.0	11.2
	Grade 6	187	N/A	44.8	32.6	17.1	5.5	22.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	99.2	43.0	37.2	14.9	5.0	19.8
	Grade 7	123	99.2	37.5	40.2	20.5	1.8	22.3
	Grade 8	126	99.2	42.0	49.6	8.4	N/A	8.4

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	204	N/A	44.2	37.1	11.7	7.1	18.8
	Grade 6	187	N/A	43.1	37.6	14.9	4.4	19.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	99.2	32.5	41.7	16.7	9.2	25.8
	Grade 7	123	100.0	40.7	27.4	15.9	15.9	31.9
	Grade 8	126	100.0	32.8	57.1	7.6	2.5	10.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 390)				
Students enrolled in high school credit courses (grades 7 & 8)	16.9%	N/R	7.5%	14.4%
Retention rate	N/A	N/A	3.8%	2.3%
Attendance rate	95.0%	N/A	94.6%	95.2%
Eligible for gifted and talented	17.8%	N/A	6.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	17.5%	N/A	16.3%	14.1%
Older than usual for grade	4.4%	N/A	6.9%	4.9%
Suspended or expelled	0.8%	N/R	2.4%	1.3%
Annual dropout rate	N/A	N/A	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	37.9%	N/A	42.9%	47.1%
Continuing contract teachers	72.4%	N/A	78.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	64.4%	N/A	81.1%	84.3%
Teacher attendance rate	90.9%	N/R	94.8%	95.0%
Average teacher salary	\$36,918	N/A	\$39,039	\$39,924
Prof. development days/teacher	5.0 days	N/R	11.2 days	10.7 days

School				
Principal's years at school	2.0	N/R	2.0	3.0
Student-teacher ratio	18.6 to 1	N/R	19.7 to 1	21.0 to 1
Prime instructional time	84.3%	N/R	88.0%	88.9%
Dollars spent per pupil*	\$5,543	N/A	\$6,321	\$5,854
Percent spent on teacher salaries*	54.0%	N/A	60.2%	62.0%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	91.9%	N/R	93.3%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As a result of the restructuring of Florence Three schools, J. Paul Truluck Middle School enrolled sixth, seventh, and eighth grade students for the first time during the 2002-2003 school year. Our unique year involved Title One and School Wide Renewal Plan as guides, the active participation of our School Wide Improvement Council as support and encouragement, and South Carolina Curriculum Standards as teaching objectives in our standards-based curriculum.

The primary focus of J. Paul Truluck Middle School was improving student academic achievement. Our school-wide plan included students participating in weekly small-group English/language arts and math tutoring sessions, a year long PLATO lab, a semester of a bi-weekly writing intervention class, Accelerated Reading opportunities, Academic Challenge Team, and before or after school tutorial sessions.

Another essential focus of J. Paul Truluck Middle School involved professional and staff development opportunities for our teachers. A curriculum and instruction facilitator assisted in providing weekly/monthly staff development to include Standards In Practice sessions. Teachers actively collaborated to improve their instruction using research-based teaching strategies. In addition, two teachers presented successful workshops during the South Carolina Middle School Conference in Myrtle Beach.

J. Paul Truluck Middle School students participated in clubs (4H, Boys to Men) and service learning projects (Pennies for Patients, Hoops for Hearts, Project Merry Christmas) that offered community involvement experiences.

J. Paul Truluck Middle School's unique year ended with being recognized as a family friendly school by winning a Red Carpet Award.

We look forward to a second year focusing on student academic achievement, active parental involvement, community support, and teacher professional/staff development.

Laura Hickson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.